

Teacher's Scoring Guide



Grade 10

**English/Language Arts
Applied Skills Assessment**

Fall 2006

Indiana Statewide Testing for Educational Progress

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INTRODUCTION

During the fall of 2006, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test administered in Grade 10 is the Graduation Qualifying Exam (GQE). This test is also given to other students attempting to qualify for graduation. The GQE English/Language Arts assessment for *ISTEP+* Fall 2006 consisted of two parts: 1) a multiple-choice section and 2) an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and the writing prompt were hand-scored.

The results for both the multiple-choice and the applied skills sections were returned to the schools in early December 2006. Copies of student responses to the open-ended questions and writing prompt were also returned to the schools in early December 2006. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers

- understand the methods used to score the GQE 2006 Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

For the GQE, there are two scoring guides: English/Language Arts and Mathematics. In this English/Language Arts guide, you will find

- an introduction,
- a list of the English/Language Arts Grade 9 Indiana Academic Standards*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered in the fall, the GQE is based on the academic standards through Grade 9.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, students who took the GQE were asked to write a persuasive essay in which they nominate someone for an outstanding achievement award.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 9–12 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 22 through 32. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 9 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

☐ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

☐ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

☐ **WRITING: Process**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

☐ **WRITING: Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3	
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2006 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt
WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

My Nominee

Read the writing prompt below and complete the writing activity.

We frequently hear of famous people who accomplished great things. We hear of scientists who created new medicines, athletes who broke world records, or inventors who developed breakthrough products. However, we rarely hear about the small successes of our own friends and family—the everyday kinds of triumphs that contribute to the health and well-being of those around us.

Write a persuasive essay in which you nominate a friend or family member for an outstanding achievement award that already exists or an award that you create. In your persuasive essay, describe this person's accomplishments and include reasons why you have selected this person for an outstanding achievement award.

Be sure to include

- the person you would nominate
- a description of this person's accomplishments
- the reasons why you have selected this person
- an introduction, a body, and a conclusion to your persuasive essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on page 4 and again on page 14 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, word usage, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., nominates a person, richly describes that person's accomplishments, and provides reasons why that person deserves to be nominated).
- stays completely focused on the task and does not go off on tangents.
- provides in-depth information and strong supporting details that are fully developed (e.g., *It is almost beyond comprehension how she balanced a full-time job along with cooking, cleaning, and other various tasks. Things only got more hectic when children arrived*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a strong introduction (e.g., *Imagine that there was [were] an award for an "Everyday Hero," someone who has faced trials and quietly overcome them; [,] someone with a silent strength that radiates from them and affects the lives of those around them*) and conclusion (e.g., *There are so many more wonderful things I could say about Judy R., my beloved grandmother, but they just might fill up more books than the world holds*).
- has fully developed paragraphs, clear topic sentences, and fluent transitions (e.g., *When she was seventeen; Despite all this; After all the children left home; Although she does not have a job now*).
- demonstrates exceptional word usage that is appropriate to the topic and uses challenging vocabulary (e.g., *Grandma recalls cooking, cleaning house, and spending long hours in the garden under a scorching sun when she was still a young child; Two brothers had to share a miniscule, cramped bedroom, while the other two inhabited an even tinier room in the basement*).
- is fluent and easy to read; the writer uses varied sentence patterns, including complex sentences (e.g., *She left her good grades behind to work in a beauty shop, for, although Grandad worked in construction, money was too tight for Grandma to stay at home; Although she does not have a job now, no one could truthfully say that Grandma does not work*).
- exhibits exceptional writing technique, employing sophisticated language that creates effective imagery (e.g., *After all the children left home, Grandma switched to a part-time job at a small, swelteringly hot dry cleaner's shop; And she sews. Oh, how that amazing woman can sew! Delicate dresses, sturdy work overalls, handsome polos; [, and] even doll's clothing make up her impressive repertoire*).
- displays a strong sense of audience and effectively adjusts language and tone to the task and the reader (e.g., *Imagine that there was [were] an award for an "Everyday Hero," someone who has faced trials and quietly overcome them; I hope you agree with me that this lady deserves a shining golden metal for being all that she is*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. This paper demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation (e.g., *Delicate dresses, sturdy work overalls, handsome polos; [,and] even doll's clothing make up her impressive repertoire*).
- has correct spelling, with one exception (e.g., *evercaring* [ever caring]).
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences and one sentence fragment probably written for stylistic purposes (e.g., *B., D., R. (my dad), and K., all healthy sons*).

Persuasive Essay

Title: _____

Imagine that there was an award for an "Everyday Hero," someone who has faced trials and quietly overcome them; someone with a silent strength that radiates from them and affects the lives of those around them. Perhaps they have not been in the Olympics, nor won a battle, nor become President, but their family and friends know such things do not always matter. Sometimes, what you cannot see is the most important of all.

My paternal grandmother, Judy R., has all the qualities of an unsung hero. Her life is a testament to family values and very hard work, but most of all, to love. This is her story.

Born Jane Alice H., Grandma was somewhere in the middle of a whole bushel (or maybe even two) of children. Their family was not very well-to-do, so everyone pitched in to help. Grandma recalls cooking, cleaning house, and spending long hours in the garden under a scorching sun when she was still a young child. How different her childhood was from the pampered lives of kids today!

When she was seventeen, Grandma dropped out of high school to marry my grandad. Now Mrs. Judy (she didn't like Jane Alice) H. R., she knew she could not stay in school if she wanted to help support her new family. She left her good grades behind to work in a beauty shop, for, although Grandad worked in construction, money was too tight for Grandma to stay at home.

It is almost beyond comprehension how she balanced a full-time job along with cooking, cleaning, and other various tasks. Things only got more hectic when children arrived. B., D., R. (my dad), and K., all healthy sons. Grandma also suffered through the loss of a baby daughter, who died in infancy.

The family could not afford it if Grandma quit her job, so she continued working full time throughout this period of her life. They moved a couple times before moving into the house they own now in Hometown. The house is old-fashioned, well-kept, and lovely, but too small to support a family of six. Two brothers had to share a miniscule, cramped bedroom, while the other two inhabited an even tinier room in the basement. Despite all this, all of Grandma's sons remember a pleasant childhood, thanks to their cheerful, hard-working mother.

After all the children left home, Grandma switched to a part-time job at a small, swelteringly hot dry cleaner's shop. She worked there for many years before eventually retiring. She now does what she likes best: stays at home to be a "housewife", though such a bland and ordinary term does not seem to fit with her sunny presence and ongoing devotion to her work and family.

Although she does not have a job now, no one could truthfully say that Grandma does not work. She keeps her house spotless, cooks the most delicious food ever, and takes care of Grandad, who, in his 70's, still works in construction. And she sews. Oh, how that amazing woman can sew! Delicate dresses, sturdy work overalls, handsome polos; even doll's clothing make up her impressive repertoire. Curtains, quilts, placemats; you name it and she will astound you. She is a very important and very appreciated provider of all sewn items for not only her four sons, but also her three daughters-in-law and her eleven grandchildren.

There are so many more wonderful things I could say about Judy R., my beloved grandmother, but they just might fill up more books than the world holds. A loving presence, never complaining, always persevering, evercaring, is my grandma. I hope you agree with me that this lady deserves a shining golden medal for being all that she is. She is a hero to me, and nothing in God's universe could change my mind.

Dedicated to J. R., the kindest, gentlest,
most amazing woman I know. May I grow to be
half as good as you have always been. Your
family loves you very much.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., nominates a person, describes that person's accomplishments, and provides reasons why that person deserves to be nominated). However, the topic and details are not as fully developed as those typically found in a Score Point 6 paper.
- stays focused on the task and does not go off on tangents.
- includes many relevant ideas and supporting details (e.g., *She maintains a 4.3 grade-point average, [no comma] and has been nominated outstanding student-athlete three times by her teachers; Her teammates look up to her and follow her lead*).
- is organized logically and cohesively, with a clear introduction (e.g., *For the All-Around Most Outstanding Female High School Athlete Award, I would nominate one of my very good friends, M. K. She is an amazing athlete, student, and leader*) and conclusion.
- has fully developed paragraphs, contains clear topic sentences, and demonstrates effective transitions between ideas (e.g., *M. is an amazing athlete; The last thing that M. is great at is being a leader on and off the volleyball court, basketball court, and softball field*).
- exhibits more than adequate word usage and demonstrates control of vocabulary (e.g., *There wouldn't be one person in the whole world that deserves this award more than she does; She has been on four All-Star teams for volleyball and softball, and in the newspaper countless times*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *So many people in our community know who she is, young people included; When she is on the court, she has good sportsmanship. When she is in the classroom, she has great behavior*).
- demonstrates good writing technique; uses language that creates effective imagery (e.g., *She is a very dedicated person and plays with her heart*).
- displays a sense of audience and appropriately adjusts language and tone to the task and the reader (e.g., *And the All-Around Most Outstanding Female High School Athlete Award goes to M. K.!!; If you don't call that an amazing athlete, I don't know what is*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization, with one exception (e.g., *Girls basketball [Basketball] State Championship*).
- has mostly correct punctuation, with some exceptions (e.g., *M. was a part of the Girls basketball [Basketball] State Championship team, [no comma] and has won two semi-state, three, [no comma] regional, and four sectional championships in basketball alone; She maintains a 4.3 grade-point average, [no comma] and has been nominated outstanding student-athlete three times by her teachers*).
- has correct spelling.
- has correct grammar and word usage, with one exception (e.g., *She knows where her priorities are and doesn't let anything get in the way of it [them]*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Outstanding Athlete

And the All-Around Most Outstanding Female High School Athlete Award goes to M. K.!

For the All-Around Most Outstanding Female High School Athlete Award, I would nominate one of my very good friends, M. K. She is an amazing athlete, student, and leader.

There wouldn't be one person in the whole world that deserves this award more than she does.

M. is an amazing athlete. She plays volleyball, basketball, and softball. M. was a four year varsity starter in all three of these sports. She has been on four All-Star teams for volleyball and softball, and in the newspaper countless times. M. was a part of the Girls basketball State Championship team, and has won two semi-state, three, regional, and four sectional championships in basketball alone. M. was offered a full-ride to University of Indianapolis for basketball. If you don't call that an amazing athlete, I don't know what is.

M. is an outstanding student. She maintains a 4.3 grade-point average, and has been nominated outstanding student-athlete three times by her teachers. It is extremely hard to be a great three-sport athlete and still maintain good grades. She knows where her priorities are and doesn't let anything get in the way of it.

The last thing that M. is great at is being a leader on and off the volleyball court, basketball court, and softball field. So many people in our community know who she is, young people included. She sets good examples for people wherever she is. When she is on the court, she has good sportsmanship. When she is in the classroom, she has great behavior. Her teammates look up to her and follow her lead. She is a very dedicated person and plays with her heart.

M. is a great athlete, student, and leader. She is excellent at everything that she does, and I cannot think of anyone else that deserves the All-Around Most Outstanding Female High School Athlete Award more than my friend, M. K.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., nominates a person, describes that person's accomplishments, and provides reasons why that person deserves to be nominated).
- stays focused on the task.
- provides some supporting details but does not do so as completely as a Score Point 6 or Score Point 5 paper (e.g., *Next, she works really hard at the Nursing [nursing] home and goes to work everyday [every day]*).
- progresses in a logical order with the paragraphs indicating an adequate introduction, body, and conclusion; uses transitions between sentences and paragraphs that show a logical progression of ideas (e.g., *To begin; For example; Next; Also; In conclusion*).
- attempts some sophisticated vocabulary (e.g., *numerous; traits*) and use of imagery (e.g., *keeping the spirits high; queen upon [upon] the thrown [throne] or the apple at the top of the family tree*).
- is easy to read but is not as fluent as a Score Point 6 or Score Point 5 paper. The writer uses varied sentence patterns, including some complex sentences (e.g., *If I were to walk pass [past] her with a sad expression upon my face, she'd grabe [grab] me and make me laugh; Maybe its [it's] because every time I see her, I see me*).
- displays a sense of audience (e.g., *Just imagine being older yourself and taking care of another elderly person*).

NOTE: A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization, with one exception (e.g., *Nursing [nursing]*).
- has some punctuation errors with the use of the apostrophe (e.g., *thats [that's], shes [she's]*).
- has some spelling errors (e.g., *grabe [grab], nomined [nominated], apon [upon]*).
- has errors in grammar (e.g., *My grandma has done a numerous amount [a number] of accomplishments that needs [need] to be brought to the world to hear; Even though we've had times where the family wasn't right and she got very upset about it, we all will still and always have love [loved] her*) and word usage (e.g., *thrown [throne]*).
- has adequate paragraphing.
- has one run-on sentence (e.g., *You can't hold anger and depression around her, [;] thats [that's] just the way it is and always has been*) and a few sentence fragments (e.g., *For example, keeping the spirits high above our heads; Working and loving life at the same time*).

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Persuasive Essay

Title: My very own Nominee

If I were to nominate anyone in the whole world, it would be my grandma. My grandma has done a numerous amount of accomplishments that needs to be brought to the world to hear. In these accomplishments are a deal of respect and honor to her and others.

To begin, she has done a lot for the family. For example, keeping the spirits high above our heads. If I were to walk pass her with a sad expression upon my face, she'd grabe me and make me laugh. You can't hold anger and depression around her, thats just the way it is and always has been.

Next, she works really hard at the Nursing home and goes to work everyday. Just imagine being older yourself and taking care of another elderly person. Sounds of hard work and a lot of patience for that being.

Also, shes a great roll model. When I get older, I pray to be just like her in the future. Working and loving life at the same time. Even though we've had times where the family wasn't right and she got very upset about it, we all will still and always have love her.

In conclusion, I've chosen my grandma to be nomined because she really deserves it and it would make her proud. To tell the truth, I don't know why I love my grandma so much. Maybe its because every time I see her, I see me. We look very much alike and share the very same traits when it comes to everyday things. She's like the queen upon the thrown or the apple at the top of the family tree. To end my ideas, she's like the star that shines from a whole nother universe.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., nominates a person, briefly describes that person's accomplishments, and provides some reasons why that person deserves to be nominated).
- stays focused on the topic.
- contains minimal development (e.g., *She helps with homework, [no comma] and goes to all my games*).
- organizes ideas logically but lacks significant elaboration of ideas (e.g., *Even with her own busy life, [no comma] and all the time she spends at the hospital, she always makes time for me*); uses some transitions (e.g., *In conclusion*).
- has an introduction that contains information which should be in the body of the essay but has an adequate conclusion.
- attempts some sentence variety (e.g., *Not only did she graduate in the top ten of her clas [class], but she also went to colledge [college] to become an R.N.*).
- displays a sense of audience (e.g., *In conclusion [,] I strongly belive [believe] you should consider my mother for this award*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- uses correct capitalization.
- has punctuation errors (e.g., *I think, she would make an excelant canadant, for the award* [I think she would make an excellent candidate for the award]; *After all she has done for me, [no comma] and accomplished herself [,] she deserves this award*).
- has spelling errors (e.g., *belive* [believe], *excelant* [excellent], *clas* [class], *colledge* [college]).
- has correct grammar and word usage, with one exception (e.g., *there* [they're]).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Why My Mother Deserves Parent of the Year

I strongly believe that my mom should be awarded "Parent of the Year." I think, she would make an excellent candidate, for the award. My mother is a single parent, who does everything. She helps with homework, and goes to all my games. She has always been there for me, and supported my decisions even though she knows sometimes there are not the best ones.

I believe my mother deserves this award. Not only did she graduate in the top ten of her class, but she also went to college to become an R.N. Even with her own busy life, and all the time she spends at the hospital, she always makes time for me.

In conclusion I strongly believe you should consider my mother for this award. After all she has done for me, and accomplished herself she deserves this award. Please pick my mother for "Parent of the Year".

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., nominates a person, briefly describes that person's accomplishments, and provides some reasons why that person deserves to be nominated).
- exhibits some focus (e.g., *My nomeny [nominee] is K. She has been throught [through] thick and thin with me*).
- provides few supporting details (e.g., *Like she was there when my granfather died she helped me through that she helped me when my Mom was in the hospital* [She was there when my grandfather died; she helped me through that. She helped me when my mom was in the hospital]).
- lacks development of ideas.
- presents ideas in one paragraph.
- exhibits minimal word usage and writing technique (e.g., *She has helped me with Anything [anything] I have ever needed help with*).
- displays some sense of audience (e.g., *She is the greatest person in the world [.] I would love to see her get Awarded [awarded] with this prize because she really in truely disveres [and truly deserves] it*).

NOTE: On the positive side, a Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *Anything [anything], my Mom [mom], Awarded [awarded]*).
- contains several errors in punctuation that result in run-on sentences.
- has spelling errors (e.g., *nomeny [nominee], throught [through], granfather [grandfather], truely disveres [truly deserves]*).
- has correct grammar and word usage, with one exception (e.g., *really in truely [really and truly]*).
- consists of only one paragraph.
- has run-on sentences.
- has frequent errors in a relatively brief writing sample.

Persuasive Essay

Title: Nomeny #1

My nomeny is K. She has been through thick and thin with me. She has helped me with Anything I have ever needed help with. Like she was there when my granfather died she helped me through that she helped me when my Mom was in the hospital. She is the greatest person in the world I would love to see her get Awarded with this prize because she really in truely disveres it.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., briefly describes the person who is nominated and minimally lists a few reasons why this person should be nominated).
- has little focus.
- provides very few relevant ideas and less than minimal development (i.e., has no introduction, conclusion, or use of transitions).
- is too brief to establish an order.
- has little control of vocabulary and exhibits minimal word usage (e.g., *my Gradmom is a good pron she nice to some pelpe* [My grandmom is a good person. She is nice to some people.]).
- demonstrates less than minimal writing technique.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has numerous capitalization errors (e.g., *Like* [like], *And Live* [and live]).
- has punctuation errors (e.g., *sister's* [sisters]).
- contains spelling errors of basic words (e.g., *pron* [person], *pelpe* [people], *geting* [getting]).
- has minimal paragraphing.
- consists of one run-on sentence.
- has many errors in a very brief sample of writing.

Persuasive Essay

Title: _____

my Gradmom is a good pron she nice to some pelpe she Like to help pelope
out she is trying to help my mom out and do better for her self she is geting a
house so my sister's can go back And Live with her.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. **If a student gives a response that is not listed as an exemplar, but the answer is supported by the text, the student receives credit for the response.**

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points. **The Writing Applications scores for the writing prompt and the extended-response question are added together for a final combined Writing Applications score.**

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points. **The Language Conventions scores for the writing prompt and the extended-response question, along with the score for the questions in the multiple-choice section, are added together for a final combined Language Conventions score.**

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 9 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 2: English/Language Arts

For Test 2, you will read a story, a poem, and two articles. You will answer questions based on each passage. Then you will write an essay on a related topic.

In the story “The Hummingbird That Lived Through Winter” and the poem “Snow Geese,” the authors use birds to show readers a tender view of the natural world.

Now read the story “The Hummingbird That Lived Through Winter” and the poem “Snow Geese.” Then do Numbers 1 through 7. You may look back at the story and the poem as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student focus on the upcoming task.

Following the introduction, the student reads “The Hummingbird That Lived Through Winter” and “Snow Geese.” A copy of these passages accompanies the student’s responses to the Applied Skills Assessment.

Test 2—Question 1

READING: Literary Response and Analysis

- 1** In the story, the tone of the narrator can BEST be described as
- ☐ confused
 - ☐ impatient
 - ☐ proud
 - ☒ thoughtful

Test 2—Question 2
READING: Literary Response and Analysis

2 What is the connection between the narrator and old Dikran at the beginning of the story?

Using ONE example from the story, describe how this relationship has changed by the end of the story.

Exemplars:

Narrator's relationship with old Dikran at the beginning of the story

- They are neighbors/acquaintances.
- They share their Armenian culture/language.
- They both love Dikran's garden/nature.
- other relevant text-based response

How this relationship has changed by the end of the story

- They became friends/bonded.
- Dikran becomes the narrator's teacher/mentor.
- They share a common interest/have something in common.
- other relevant text-based response

Rubric:

- | | |
|-----------------|----------------------------|
| 2 points | versions of both exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 2** What is the connection between the narrator and old Dikran at the beginning of the story?

They were neighbors

Using ONE example from the story, describe how this relationship has changed by the end of the story.

Now they are friends, like when they spoke of their bird.

Test 2—Question 2 Score Point 2

The first part of the response is a version of the first exemplar for “Narrator’s relationship.” The second part of the response is a version of the first exemplar for “How this relationship has changed.” The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 2** What is the connection between the narrator and old Dikran at the beginning of the story?

They are both kind and caring people.

Using ONE example from the story, describe how this relationship has changed by the end of the story.

They are starting to be friends

Test 2—Question 2 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the first exemplar for “How this relationship has changed.” Therefore, this response receives a Score Point 1.

SCORE POINT 0

- 2** What is the connection between the narrator and old Dikran at the beginning of the story?

They were both caring.

Using ONE example from the story, describe how this relationship has changed by the end of the story.

The old Dikran wanted to know how the bird was.

Test 2—Question 2 Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

NOTE: The responses to Numbers 2, 7, and 9 do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 2—Question 3

READING: Word Recognition, Fluency, and Vocabulary Development

3 Read this sentence from the story.

The one that comes in the summer and stands in the air and then shoots away.

In this sentence, which word means about the SAME as *shoots*?

- ☐ comes
- ☒ hurries
- ☐ fires
- ☐ runs

Test 2—Question 4

READING: Literary Response and Analysis

4 Read these lines from the poem.

**a flock of snow geese, winging it
faster than the ones we usually see,
and, being the color of snow, catching the sun
so they were, in part at least, golden. I**

What image do these lines MOST LIKELY create for the reader?

- ☐ aerial navigation
- ☐ an icy landscape
- ☒ a graceful beauty
- ☐ hasty movement

Test 2—Question 5
READING: Literary Response and Analysis

5 Read these lines from the poem.

**when something wonderful
has touched us
as with a match
which is lit, and bright,**

Why does the speaker compare seeing the snow geese to being burned by a match?

- ☐ The birds appeared golden, like a lit match.
- ☐ The birds were lit by the sun, looking like fire.
- ☒ The experience is both unexpected and startling.
- ☐ The experience introduces a feeling of fear.

Test 2—Question 6
READING: Literary Response and Analysis

6 Read these lines from the poem.

**What matters
is that, when I saw them,
I saw them
as through the veil, secretly, joyfully, clearly.**

These lines indicate that the speaker

- ☐ finds nature confusing
- ☒ takes pleasure in life's surprises
- ☐ thinks seeing something should be kept secret
- ☐ appears not to have seen the birds very clearly

Test 2—Question 7
READING: Literary Response and Analysis

- 7** What is a common theme of BOTH “The Hummingbird That Lived Through Winter” and “Snow Geese”?

On the lines below, compare how BOTH the story and the poem present this theme.

Exemplars:

Theme of BOTH the story and the poem

- nature provides us with beauty and wonder
- nature changes/nature can change people
- can’t own/possess nature
- beauty is changing/fleeting
- human interaction with nature is wondrous
- people and nature are closely interrelated
- other relevant text-based theme

How EACH presents this theme

- In the poem, beauty and wonder are shown through a single incident. In the story, this is shown through the actions of the characters.
- The interaction is about beauty and solitude in the poem. The interaction is about compassion and contact in the story.
- In the poem, it is the interaction between a distant sight (snow geese) and a person. In the story, it is closer interaction between human and nature (the baby bird).
- other relevant text-based response

Rubric:

- 2 points** versions of one exemplar for each part
- 1 point** version of one exemplar for Part 1 (theme)
- 0 points** other

SCORE POINT 2

- 7** What is a common theme of BOTH “The Hummingbird That Lived Through Winter” and “Snow Geese”?

Nature can be a wonderful and mariculous thing.

On the lines below, compare how BOTH the story and the poem present this theme.

The beauty of the flying geese and the recovery of the hummingbird.

Test 2—Question 7 Score Point 2

The first part of the response is a version of the first exemplar for “Theme.” The second part of the response is a version of the third exemplar for “How EACH presents this theme.” The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 7** What is a common theme of BOTH “The Hummingbird That Lived Through Winter” and “Snow Geese”?

The nature world, the birds are beauty to the world.

On the lines below, compare how BOTH the story and the poem present this theme.

They use one kind of bird describe the nature.

Test 2—Question 7 Score Point 1

The first part of the response is a version of the first exemplar for “Theme.” The second part of the response is incorrect. Therefore, this response receives a Score Point 1.

SCORE POINT 0

- 7** What is a common theme of BOTH “The Hummingbird That Lived Through Winter” and “Snow Geese”?

The common thing is that they both take place in winter.

On the lines below, compare how BOTH the story and the poem present this theme.

“Snow Geese” — winter, snow, cold and loved!

“Hummingbird” — winter, snow, cold and loved!

Test 2—Question 7 Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

Test 2—Question 8
READING: Comprehension

8 Which of the following, if included in “Points to Ponder,” would MOST LIKELY help the reader understand how Lincoln’s invention worked?

- ☒ a drawing or picture of the device in use
- ☐ an instruction guide for making bellows
- ☐ a copy of Lincoln’s First Inaugural Address
- ☐ an excerpt from Lincoln’s *Notes for a Law Lecture*

Test 2—Question 9
READING: Comprehension

9 Give TWO different advantages of using a question-and-answer format to provide information about patents.

- 1) _____

- 2) _____

Exemplars:

- It allows the author to focus on the questions of interest to most people.
- It helps readers to locate answers to certain questions without having to read the entire article.
- It reduces the total amount of reading a person has to do because the information is specific.
- It does not require the use of introductory statements or transitions.
- It saves time for the reader.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---|
| 2 points | response includes versions of two exemplars |
| 1 point | response includes version of one exemplar |
| 0 points | other |

SCORE POINT 2

9 Give TWO different advantages of using a question-and-answer format to provide information about patents.

- 1) Many people have the same questions, so they can answer
alot of people at once.
- 2) It saves time and informs others of important information
and laws.

Test 2—Question 9 Score Point 2

The response includes versions of the first and fifth exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 1

9 Give TWO different advantages of using a question-and-answer format to provide information about patents.

- 1) You know what their talking about
- 2) If you want to know about a specific question you can find
it easier

Test 2—Question 9 Score Point 1

The first part of the response is too vague. The second part of the response includes a version of the second exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

9 Give TWO different advantages of using a question-and-answer format to provide information about patents.

- 1) Who is the only president with a patent?
Abraham Lincoln
- 2) What are the 3 most important developments in world
history? The patent laws.

Test 2—Question 9 Score Point 0

Both parts of the response are incorrect. Therefore, this response receives a Score Point 0.

Test 2—Question 10
READING: Comprehension

10 Read this question from “Frequently Asked Questions.”

What is the value and purpose of a patent and how does it benefit the Nation?

Which of the following responses to other questions from the article would also be an appropriate response to this question?

- ☒ “A patent gives an inventor the right to exclude all others from making, using, importing, selling, or offering to sell the invention for up to 20 years without the inventor’s permission.”
- ☐ “There are ***no age restrictions*** on applying for a patent, but only the true inventor is entitled to a patent.”
- ☐ “When the Patent and Trademark Office receives two patent applications for the same invention, the cases go into an ***interference proceeding***.”
- ☐ “In general, patents are effective only in the country for which they are granted.”

Test 2—Question 11
READING: Comprehension

11 Which of the following questions would be the BEST to begin a search for information on the importance of acquiring patents for inventions?

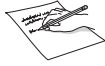
- ☐ Which inventions are the most difficult to patent?
- ☐ What are five of the most profitable inventions of all time?
- ☒ What are the consequences of failing to apply for a patent?
- ☐ How many famous people have applied for patents throughout history?

Test 2—Question 12
READING: Comprehension

- 12** Which idea about patents is conveyed in BOTH “Points to Ponder” and “Frequently Asked Questions”?
- ☐ Patents have helped many inventors become rich.
 - ☒ Patents have encouraged technological advances.
 - ☐ Few people apply for patents in order to market their inventions.
 - ☐ Only people with patents can allow others to sell their inventions.

Test 2—Question 13
READING: Comprehension
WRITING: Applications/English Language Conventions

13



You have an idea for the invention of a device that could save time and money for people everywhere.

Write an essay in which you describe the device and explain why you would apply for a patent. **In your essay, be sure to include at least TWO different details from either article or both to support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 32, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your essay should be well organized and have an introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> • to protect my ideas/intellectual property from being stolen by others/or used without my permission • so that I can market/sell my invention and make money • so that I can license my invention to other people and make a profit • so that I can attract investors who would be willing to fund the production and marketing of my invention • so that I can have the rights for up to 20 years • to do research to make sure that someone else has not already invented the same thing • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes versions of two exemplars
Score	
1	response includes version of one exemplar
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., writes an essay that imaginatively describes the invention and explains the importance of applying for a patent).
- presents a variety of detailed and specific information (e.g., *The Automatic-Toy-Picker-Upper is a giant vacuum cleaner which [which] descends from the ceiling. It inhales all of the toys on the floor and sends then [them] through chutes into their proper places behind the room's walls*).
- organizes ideas logically, with an engaging and clear introduction, body, and conclusion; uses transitions effectively (e.g., *After my twenty years are up [,] I'm sure someone will have thought of something more creative, but so be it*).
- demonstrates a strong command of word usage and vocabulary (e.g., *When the children want to play, the walls open at the seams and allow them to choose which toy they want. Amazing, yes?*).
- is fluent and easy to read; uses varied sentence patterns, including complex sentences (e.g., *I would apply for a patent for this device because I do not want anyone else to steal it; No age restrictions apply to people who want a patent, so I could get one myself*).
- establishes a strong sense of audience (e.g., *I have a device I know children and parents alike will love: The Automatic-Toy-Picker-Upper. Yes, the name is absolutely stunning, and I am positive you cannot wait to hear about it*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation, with one exception (e.g., *After my twenty years are up [,] I'm sure someone will have thought of something more creative, but so be it*).
- has some spelling errors (e.g., *whch* [which], *then* [them]).
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

I have a device I know children and parents alike will love: The Automatic-Toy-Picker-Upper. Yes, the name is absolutely stunning, and I am positive you cannot wait to hear about it. The Automatic-Toy-Picker-Upper is a giant vacuum cleaner which descends from the ceiling. It inhales all of the toys on the floor and sends them through chutes into their proper places behind the room's walls. It has sensors that determine which toy is which, so they are put in the right place every time. When the children want to play, the walls open at the seams and allow them to choose which toy they want. Amazing, yes?

I would apply for a patent for this device because I do not want anyone else to steal it. After my twenty years are up I'm sure someone will have thought of something more creative, but so be it. No age restrictions apply to people who want a patent, so I could get one myself. I cannot wait until I see my product on the market!

Reading Comprehension Score Point 2

The response (shown above) includes a version of the first exemplar (e.g., *I would apply for a patent for this device because I do not want anyone else to steal it*) and a version of the fifth exemplar (e.g., *After my twenty years are up [,] I'm sure someone will have thought of something more creative, but so be it*). The response provides two different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing the specific points of the prompt, but the response is not as fully developed as the Score Point 4 response (i.e., writes an essay that describes the invention and explains the importance of applying for a patent).
- includes some supporting details (e.g., *I know that a patent gives the inventor the right to exclude all others from marketing, using, importing, selling, or offering to sell the invention for up to 20 years*).
- is organized logically; has an adequate introduction and body, but the conclusion is weak (e.g., *I know there is [are] no age restrictions. So I can get one anyways [anyway]*).
- exhibits adequate control of vocabulary and word usage (e.g., *The remote would have a speaker in it and then would beep like an alarm*).
- is easy to read; uses some varied sentence patterns, including complex sentences (e.g., *To turn it off [,] you would just hit the botton [button] again on the small box*).
- has some sense of audience (e.g., *My device would have a small box that you could put on your coffe [coffee] table [,] and you would hit a botton [button] on it to page the remote*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation, with some exceptions (e.g., *My device would have a small box that you could put on your coffe [coffee] table [,] and you would hit a botton [button] on it to page the remote; To turn it off [,] you would just hit the botton [button] again on the small box*).
- has some spelling errors (e.g., *coffe [coffee], botton [button], anyways [anyway]*).
- has errors in grammar (e.g., *I know there is [are] no age restrictions*) and word usage (e.g., *That's [why] I would get it a patent*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

The device I would like to invent would be a pager for a television remote. My device would have a small box that you could put on your coffee table and you would hit a button on it to page the remote. The remote would have a speaker in it and then would beep like an alarm. To turn it off you would just hit the button again on the small box.

I would apply this for a patent because of many reasons. From "Points to Ponder" and "Frequently Asked Questions" I know that a patent gives the inventor the right to exclude all others from marketing, using, importing, selling, or offering to sell the invention for up to 20 years. I would want that. Also, from "Frequently Asked Questions" I know there is no age restrictions. So I can get one anyways. That's I would get it a patent.

Reading Comprehension Score Point 2

The response (shown above) includes a version of the first exemplar (e.g., *I know that a patent gives the inventor the right to exclude all others from marketing, using, importing, selling, or offering to sell the invention*) and a version of the fifth exemplar (e.g., *for up to 20 years*). The response provides two different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to write an essay that describes an invention and explains the importance of applying for a patent but lacks development of ideas).
- provides minimal detail (e.g., *This invention consists of light weighted [lightweight] metal with many etachments [attachments] that are interchangeable [interchangeable]*).
- makes an attempt to organize ideas in three paragraphs, with a brief introduction, body, and conclusion.
- exhibits minimal word usage and writing technique (e.g., *I need a patent cause [because] I want to be abl [able] to sell my invention to others that [so that it] would improve there [their] lives*).
- has a good sense of audience (e.g., *Do you often feel that your [you are] going to fall over from streching [stretching] so long? Well, this is the invention for you*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has one punctuation error (e.g., *Do you have problems reaching things on tall selves [shelves] even with using a step ladder. [stepladder?]*).
- has spelling errors (e.g., *selves [shelves], step ladder [stepladder], streching [stretching], etachments [attachments], interchangeable [interchangeable], abl [able]*).
- has grammar and word usage errors (e.g., *your [you are], cause [because], there [their]*).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

NOTE: In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

Essay

Do you have problems reaching things on tall selves even with using a step ladder.
Do you often feel that your going to fall over from streching so long? Well, this is the
invention for you.

This invention consists of light weighted metal with many etachments that are
interchangable.

I need a patent cause I want to be abl to sell my invention to others that would
improve there lives.

Reading Comprehension Score Point 1

The response (shown above) includes a version of the second exemplar (e.g., *I need a patent cause [because] I want to be abl [able] to sell my invention to others that [so that it] would improve there [their] lives*). The response provides only one detail from the passage. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the writing task (i.e., attempts to describe an invention but provides few details or reasons for the patent).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *It Would* [would] *also be cheaper* [,] *and my stor* [store] *woud* [would] *deliver*).
- is too brief to provide evidence of organization.
- demonstrates less than minimal writing technique (e.g., *Id* [I'd] *make it cheape* [cheap] *and less of a hassel* [hassle]).
- attempts some sense of audience (e.g., *Thats* [That's] *what I would creat* [create] *if i* [I] *could* [.]).

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *internet* [Internet], *Would* [would]).
- has punctuation errors (e.g., *Id* [I'd]; *Thats what I would creat if i could* [That's what I would create if I could.]).
- has spelling errors of basic words (e.g., *coud* [could], *invint* [invent], *somthing* [something], *grocrey* [grocery], *stor* [store], *cheape* [cheap], *hassel* [hassle], *woud* [would], *creat* [create]).
- has correct grammar and word usage.
- has only one paragraph.
- has no run-on sentences or sentence fragments.

NOTE: In a Score Point 1 paper, errors are serious and numerous; they can cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety.

Essay

If I coud invint somthing it would be a grocrey stor on the internet. Id make
it cheape and less of a hassel. It Would also be cheaper and my stor woud deliver.
Thats what I would creat if i could

Reading Comprehension

Score Point 0

The response (shown above) does not provide any details from the passage. Therefore, this response receives a Score Point 0.

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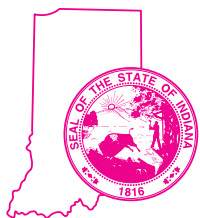
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Grade 10

English/Language Arts Applied Skills Assessment

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